

Online Learning Experience (OLE) Planning Grid - ITEC 7480 & 7481

Curriculum Standard (applicable to k12 only): SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

- a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.
- b. Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.
- c. Describe the roles of Ulysses Grant, Robert E. Lee, "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.
- d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles.
- e. Describe the significance of the Emancipation Proclamation.
- f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

Student Objectives/Outcomes:	Bloom's Level:	Activities:	Assessments:
<i>1. Define key terms associated with the Civil War as well as people, places and documents that were significant in leading up to the War.</i>	<i>Know</i>	Students will use an electronic format and make their own note cards and will review them each day.	<ul style="list-style-type: none"> Students will be given a quiz comprised of definition and word match.
<i>2. Students will identify 2 events that lead up to 3 key Civil War battles, Antietam, Bull Run and Gettysburg</i>	<i>Comprehend</i>	<ul style="list-style-type: none"> The students will read about the events leading up to the battle on various web sites and complete the first section of the outline "Events Leading up to The Battle". 	<ul style="list-style-type: none"> Successful completion of the outline
<i>3 a. Students will identify the Union and Confederate generals who were in command during the battle</i> <i>B. Students will record 5 facts learned during a virtual tour</i> <i>C. Students will identify whether the battle was a Union or Confederate victory.</i>	<i>Know, Comprehend, Apply, Evaluate</i>	<ul style="list-style-type: none"> The students will take a virtual tour of the battlefield, then students will look at a picture of the battlefield and read a brief description of what happened at that location on the field; then post a summary on the discussion board. 	<ul style="list-style-type: none"> Teacher review of facts and feedback on discussion posts.
<i>4. Students will download one picture per battlefield and submit to class wiki.</i>	<i>Apply</i>	<ul style="list-style-type: none"> The students will look at pictures of the battlefields taken just after the battle. Students will select one picture per group and download it then post it to the class wiki. This photo will be used later for a Hyper Studio project. 	<ul style="list-style-type: none"> Teacher will review photos and provide feedback
<i>5. The students will copy one quote from an eyewitness account onto a Word document and save it to their F drive.</i>	<i>Know</i>	<p>The students will read eyewitness accounts of the battles and choose one quote that the students feel capture the conditions of the battle. The quote will be used later as part of a Hyper Studio project.</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Teacher will review selected quotes and provide feedback

**Copy grid as many times as necessary to organize a 6-8 week learning experience.*

Online Learning Experience (OLE) Planning Grid - ITEC 7480 & 7481

Curriculum Standard (applicable to k12 only): Curriculum Standard (applicable to k12 only): SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

- a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.
- b. Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.
- c. Describe the roles of Ulysses Grant, Robert E. Lee, "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.
- d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles.
- e. Describe the significance of the Emancipation Proclamation.
- f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

Student Objectives/Outcomes:	Bloom's Level:	Activities:	Assessments:
<i>1. The students will identify the significance of the battle</i>	<i>Know</i>	<ul style="list-style-type: none"> The students will read about the significance of the battle and complete the last section of the outline. The students will answer the questions: "How is this battle remembered?" Why was this battle important?" 	<ul style="list-style-type: none"> <i>Teacher will check the students understanding of the battle by accuracy of student responses.</i>
<i>2. Students will understand the impact of popular sovereignty in the creation of Kansas as a state</i>	<i>Know</i>	<ul style="list-style-type: none"> <i>Activate empathy for the issues in territorial Kansas by discussing a current politically divisive topic</i> <i>Define the terms sectionalism and popular sovereignty</i> <i>Have students evaluate photos of primary source documents as to whether they are anti-or proslavery.</i> <i>Post a discussion board question about evidence that students found to support or oppose slavery in Kansas.</i> 	<ul style="list-style-type: none"> <i>Review of student responses and feedback provided.</i>
<i>3. Students will analyze primary source documents to learn about the Emancipation Proclamation and its connection to the Thirteenth Amendment.</i>	<i>Analyze</i>	<ul style="list-style-type: none"> <i>Post a copy of the Emancipation Proclamation to the discussion board and ask students to post a response to the following questions:</i> <i>What states permitted slavery in 1860?</i> <i>What state does the Emancipation Proclamation cover?</i> <i>How are people in these states described?</i> <i>What would public opinion of Emancipation be in the South? What would public opinion of Emancipation be in the North?</i> 	<ul style="list-style-type: none"> <i>Review responses to determine the students understanding of the Emancipation Proclamation</i>
<i>4. Students will summarize their reading about civil war leaders in a discussion board response</i>	<i>Comprehend Synthesize Analyze Evaluate</i>	<ul style="list-style-type: none"> <i>As students read through the Civil War battles, they will record both the North's and the South's General leadership into graphic organizer template. Students will summarize, analyze and evaluate the leadership of each leader.</i> 	<ul style="list-style-type: none"> <i>Teacher will review and provide feedback and the accuracy of student's analysis.</i>

5.		•	•
----	--	---	---